

**CAILL FRAMEWORK
FOR THE IMPROVEMENT OF STUDENTS LEARNING**

<u>Curriculum</u>	<u>Assessment</u>	<u>Instruction</u>	<u>Leading</u>	<u>Learning</u>
<input type="checkbox"/> Pacing Calendars <input type="checkbox"/> Unwrapped Documents <input type="checkbox"/> Re-teach/Enrich <input type="checkbox"/> Professional Learning Communities <input type="checkbox"/> Acceleration & Intervention Programs	<p><u>Summative:</u></p> <input type="checkbox"/> Norm Referenced <ul style="list-style-type: none"> • ACT <input type="checkbox"/> Criterion-Referenced <ul style="list-style-type: none"> • PARCC • ACT-EOC <p><u>Interim Assessment</u></p> <input type="checkbox"/> Benchmarking <ul style="list-style-type: none"> • Galileo • ACT • Writing Assessment <input type="checkbox"/> Formatives <ul style="list-style-type: none"> • DFA's • Teacher Developed <input type="checkbox"/> CBM (K-8) <ul style="list-style-type: none"> • DIBELS Next • STEEP 	<input type="checkbox"/> Establish effective classroom management process as a precursor to delivering instruction. <input type="checkbox"/> Select the Objective at the Correct Level of Difficulty <ul style="list-style-type: none"> • Formulating an instructional objective • Task Analysis <input type="checkbox"/> Teach to the Objective (Relevant/aligned information, activities, questions and responses.) <input type="checkbox"/> Use the Principles of Learning <ul style="list-style-type: none"> • Anticipatory Set • Active Participation • Motivation • Retention • Reinforcement • Closure <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Monitor the Students' Performance and Adjust the Teaching	<input type="checkbox"/> Uniform classroom walk through tool & focus calendar <input type="checkbox"/> Be in each core classroom once per week monitoring instruction & curriculum delivery <input type="checkbox"/> "Do the Math" Ensure teachers know where their students are performing in relation to the state assessment and have a plan for leading the Bottom 25% to the next level. <input type="checkbox"/> Site Councils meet at least quarterly to discuss components of the SIP and make adjustments as necessary.	<p><u>Be Ready to Learn</u></p> <input type="checkbox"/> Attendance** <input type="checkbox"/> Health, Sleep & Nutrition** <input type="checkbox"/> Organization & Preparation** <input type="checkbox"/> Active Engagement <ul style="list-style-type: none"> <input type="checkbox"/> Participate in classroom activities <input type="checkbox"/> Active note taking <input type="checkbox"/> Higher level of thinking <p><u>Be Responsible for Your Own Learning</u></p> <input type="checkbox"/> Self monitor goals & progress <input type="checkbox"/> Accountability** <ul style="list-style-type: none"> <input type="checkbox"/> Time management** <input type="checkbox"/> Complete classroom & homework assignments when due** <p><u>Be Respectful of Self, Others, and Property</u></p> <input type="checkbox"/> Show respect for self, others & the school rules <ul style="list-style-type: none"> <input type="checkbox"/> Character Counts <input type="checkbox"/> Hygiene** <p>**Parent or guardian assistance is essential for student success</p>

Aligned with Research Best Practice

Informed by research and Best Practice

THE "WICKENBURG WAY"